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ABSTRACT

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to speaking to an audience or interact with a group. It begins with reference to the particular content standard addressed in the package, the educational level of the package (intermediate), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) plan and complete three projects, serving in a different group role (group leader, materials coordinator, or general participant) for each project; and (2) prepare and give a demonstration to an audience. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

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Speaking:
Example Performance Package,
Minnesota Profile of Learning

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CS 510 086

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MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING
Example Performance Package
Minnesota Profile of Learning

Content Standard: Write and Speak: Speaking **Level:** Intermediate

Title of Package/Activity: Speaking

Summary Statement of Content Standard:

Speak to an audience or interact with a group.

Description of Student Performances:

Task 1: Plan and complete three projects, serving in a different group role for each project.

Task 2: Prepare and give a demonstration to an audience.

FINAL ACHIEVEMENT: Use the following scoring criteria when evaluating student performance.

Scoring Criteria
4 - Performance on this standard achieves and exceeds expectations of high standard work.
3 - Performance on this standard meets the expectations of high standard work.
2 - Work on this standard has been completed, but all or part of the student's performance is below high standard level.
1 - Work on this standard has been completed, but performance is substantially below high standard level.
No package score is recorded until ALL parts of the package have been completed.

CS 510 086

EXAMPLE PERFORMANCE PACKAGE TASK 1
Speaking

Content Standard: Write and Speak: Speaking **Level:** Intermediate

Specific Statement(s) from the Standard:

A student shall demonstrate the ability to speak to an audience or interact with a group by:

1. planning and carrying out an event in a small group including:
   (a) constructing a flow chart of work to be done
   (b) implementing a group work plan
   (c) demonstrating a variety of cooperative group roles in discussion situations
   (d) taking responsibility for obtaining, organizing, and using materials

Product(s):

- Group work sessions (observed by teacher)
- Journal
- Flowchart
- Materials collection

Task Description:

Overview: In a series of **three** group projects, students will rotate to serve in three distinct roles –leader, materials coordinator, and general participant. (Note: the different projects should relate to your existing curriculum and should be completed over an extended time period.) When serving as the group leader, students will be responsible for creating a flowchart for the group's work and for monitoring the group's progress. The materials coordinator will be responsible for obtaining, organizing, and using materials. Students will complete journal entries while serving in all three group roles.

Teachers should model the steps below and give regular feedback to students on each step.

Steps:

1. Arrange students in groups of three. For each group, assign or have students select a role for the first project. Roles include group leader, materials coordinator, and general participant.

2. Students plan for the work of their first group project. The group leader creates a flowchart including the work to be done, who will complete each task, and an estimated timeline for completion. After revising the flowchart based on feedback from their group members, group leaders submit the flowchart for teacher feedback.

   Flowcharts should include a balanced division of work, a reasonable timeline, and all the actions/jobs necessary for completing the project.

Task Description, continued

3. Students work on their project with each group member fulfilling his/her assigned role as described below:
   - **Group Leader:** maintains the flowchart, monitors the group's progress, and informs the teacher of problems or issues.
   - **Materials Coordinator:** is responsible for obtaining, organizing, and using materials for the project. This may include delegating specific tasks to other group members.
   - **General Participant:** is an active participant, completing jobs as assigned.

   At the end of each work session, all students complete a journal entry in which they describe the following:
   - What actions/jobs were completed in this work session?
   - How well am I completing the jobs assigned to me?
   - How well am I fulfilling my assigned group role?
   - How well did the group work together during this work session?
   - What preparation is necessary before the next work session?

   As students work, conduct regular observations of their performance and give feedback.

4. When their first project is finished, students complete a summative journal entry in which they describe the following:
   - How well did I complete jobs assigned to me?
   - How well did I fulfill jobs specific to my group role?
   - What modifications did our group need to make in order to complete the project?
   - How did we do in meeting our deadlines?
   - How well did we work together as a group?
   - What could we have done differently to improve our project and our work together?
   - What could I have done differently?

5. For the other two projects:
   - have students rotate roles so that each student serves in each role at least once
   - have students follow Steps 2-4.

EXAMPLE PERFORMANCE PACKAGE TASK 1
Speaking

FEEDBACK CHECKLIST FOR TASK 1

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
	Group Work Sessions	
_____	Discussions are clearly focused on the work of the project.	_____
_____	Work sessions effectively implement group's work plan.	_____
_____	Tasks specific to each role are effectively completed.	_____
	Journal	
_____	Entries are detailed and accurate.	_____
_____	Individual contributions to carrying out group's project are accurately noted.	_____
_____	Entries include accurate observations on finishing the project.	_____
_____	Entries include accurate observations on meeting group deadlines.	_____
	As Group Leader	
_____	Entries include accurate observations on constructing and revision the flow chart of the work to be done.	_____
	As Materials Coordinator	
_____	Entries include accurate observations on obtaining, organizing, and using materials.	_____

EXAMPLE PERFORMANCE PACKAGE TASK 1
Speaking

Student		Teacher
	Flowchart	
_____	Flowchart includes a balanced division of work and a reasonable timeline.	_____
_____	Flowchart includes all the tasks necessary for completing the project.	_____
	Materials Collection	
_____	Materials collection includes the supplies needed for the group's project.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

EXAMPLE PERFORMANCE PACKAGE TASK 2
Speaking

Content Standard: Write and Speak: Speaking **Level:** Intermediate

Specific Statement(s) from the Standard:

A student shall demonstrate the ability to speak to an audience or interact with a group by:

2. preparing and giving a demonstration to an audience including:
   (a) describing a step-by-step procedure to complete an action
   (b) using visuals or manipulatives to illustrate ideas
   (c) demonstrating effective delivery techniques
   (d) answering questions from the audience concerning the demonstration

Product(s):

- Directions
- Supplies list
- Illustrations, visual aids, or manipulatives
- List of possible questions from the audience and notes for responses
- Demonstration to an audience
- Written or verbal reflection on the presentation

Task Description:

Overview: Students will prepare supporting materials for a skill or activity demonstration, including directions, a supplies list, and visuals or manipulatives. After revision and rehearsal, students will demonstrate the skill or activity and answer questions from the audience. Students will reflect on final presentation.

Teachers should model the steps below and give regular feedback to students on each step.

Steps:

1. Students select a specific skill or activity to demonstrate. If possible, have students demonstrate skills/activities used in the context of existing curriculum (for example: games, exercises or activities in physical education; instrument use, songs, or rhythm patterns; use of visual art techniques and tools; science procedures; use of software programs/ applications; set-up of electronics or hardware such as VCRs, computers, LCD panels).

Task Description, continued

2. Students prepare for their demonstration by creating the following supporting materials:
   - directions with multiple steps sequenced appropriately, including words that are specific to the skill/activity; students should plan to define during their presentations words that are unfamiliar to the audience
   - a list of necessary supplies
   - illustrations, visual aids, or manipulatives that can be used to clarify the process for the audience

   In addition, students may include a vocabulary list of task-specific words.

3. Students present their demonstration materials to a small group of students for feedback. To test the effectiveness of the directions, have one member of the feedback group follow the directions exactly as described, using only the supplies indicated and the visual aids or manipulatives presented. The other students in the feedback group and the student who created the directions may take notes about steps or materials missing or confusing.

4. Still working in their small groups, students generate a list of questions the audience might ask of them. Have students consider both closed and open-ended questions. Reviewing this list, each student may either add information to his/her demonstration or may simply prepare to answers these questions in the Q & A period.

5. Students revise their demonstration materials – directions, supplies lists, visual aids, and possible audience questions – based on the feedback from the group.

6. After practicing independently, students rehearse their skill/activity demonstration before a second small group. (Note: this review group should be different from the first to allow for a fresh review of the material and presentation.) Feedback should focus on delivery techniques as well as content. Elements to consider include eye contact, voice volume and quality, body movements and gestures, and use of language.

7. Students demonstrate their skill/activity to the class and respond to questions from the audience. Ensure that each student is asked at least four questions. Some of the questions should be open-ended to allow for more complex responses from the student.

Task Description, continued

8. Students reflect on their presentation, answering the following questions verbally or in writing:

   General: What did you like about your skill/activity demonstration? What went well? What could have been better? If you could do your demonstration again, what would you do differently?

   Directions: Were your directions clear, with the steps placed in a good order? Describe any changes you would make to the steps based on the audience response.

   Use of Visuals: How well did you use visuals or manipulatives to make things more clear for your audience? If you were to do the presentation again, how would you use your visuals or manipulatives differently? What additional visuals or manipulatives would you use?

   Delivery: How well did you use eye contact, voice volume and quality, body movements and gestures, and language to support your demonstration? What would you do differently?

   Questions: How well did you answer questions from the audience? Which questions from the audience were ones for which you were prepared? Which questions from the audience were surprising to you? Why?

Special Notes:

Questions from the Audience
Students may need instruction and practice in asking questions, particularly open-ended ones. Adult members of the audience may need to ask questions if the peer audience questions do not allow for sufficient responses from each student.

EXAMPLE PERFORMANCE PACKAGE TASK 2
Speaking

FEEDBACK CHECKLIST FOR TASK 2

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
	Supporting Materials	
_____	Directions are accurately sequenced.	_____
_____	Steps are clear and easy to follow.	_____
_____	Directions include use of task-specific vocabulary.	_____
_____	Supplies list is accurate and complete.	_____
_____	Illustrations, visual aids, or manipulatives clarify and support the directions.	_____
_____	List of possible questions covers a wide range of potential audience questions.	_____
	Demonstration	
_____	Presentation is well-organized and focused on the skill/activity.	_____
_____	Visual aids or manipulatives effectively support the presentation.	_____
_____	Eye contact with the audience is regular.	_____
_____	Voice is clear and loud enough for the audience to hear.	_____
_____	Body movements and gestures enhance rather than distract from the demonstration.	_____
_____	Words specific to the skill are appropriately used and defined as necessary.	_____
_____	Responses to the audience's questions are accurate, clear, and focused on the skill/activity demonstrated.	_____

EXAMPLE PERFORMANCE PACKAGE TASK 2
Speaking

Student Teacher

Reflection

_____ Specific examples and details from the demonstration are used to illustrate the student's:
- description of directions
- use of visuals
- delivery
- answers to audience's questions

_____ _____

_____ Elements identified as areas for improvement are appropriate and accurate

_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):